THE UPGRADING OF BASIC LEVEL STUDENTS TO GENERAL LEVEL PROGRAMS

A Preliminary Report, 1981-1982

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TABLE OF CONTENTS

	Page No.
INTRODUCTION	1
PROCEDURES	5
FINDINGS	7
Upgrading Strategies	7
Background Characteristics of Students	10
Means by Which Students Learned of Upgrading Opportunities	11
Decision to Go to Summer School	12
Perceived Importance of the Upgrading Program	12
Reasons Given for Taking the Upgrading Program	14
How Upgrading Programs are Perceived to Make a Difference	14
Summer School Performance	15
Receiving Schools	15
Movement Patterns - Basic Level to General Level Schools	17
SUMMARY AND DISCUSSION	19
REFERENCES	39

INTRODUCTION

The Research Department was requested by the Board to conduct a longitudinal study on the upgrading of Basic level secondary school students to the General level. The request reflects a concern that Basic level students who had previously unrecognized potential or who realized their potential upon entering Basic level secondary schools have avenues open that would enable them to move to General level programs. The request in part reads:

> (a) That a five-year longitudinal research project be undertaken by the Research Department into the outcomes of upgrading programs in Toronto, and the outcome for students in Basic academic programs located in such level 4/5 schools as Danforth Technical School, and that the research include in its goals the identification of reasons for students dropping out from upgrading programs or not entering level 4 programs, say at Grade 11.
>
> (Board Minutes, 1982, p. 33.)

This report is intended to provide a 1982 baseline picture of the upgrading process and its students. Subsequent reports will contribute a longitudinal dimension to this study.

Toronto secondary school courses are offered at six levels of difficulty: Special Program Secondary, Modified, Basic, General, Advanced and Enriched. Grade 8 students who are promoted, with very few exceptions go to

the General, Advanced and/or Enriched level programs, different combinations of which are offered by the collegiates, technical and commercial schools. Those who fail Grade 8 but go on to secondary school are transferred to Special Program Secondary, Modified and/or Basic level programs.

The issue of upgrading is a significant one when factors such as community college and police academy entrance requirements are considered; both normally require a General level diploma although mature students (over a certain age) are also admitted. In the job market, graduates with General level diplomas will likely have an advantage over those with Basic level diplomas. Quite simply, it indicates to an employer that the former has successfully completed coursework at a more demanding level than the latter. Apart from such practical considerations for the students and families concerned, important social factors such as status, competition and motivation can be associated with levels of study.

While upgrading is fairly widespread and certainly not new, a review of the literature turns up little of direct relevance. Kelly (1976), for example, reports on a summer remedial mathematics and reading program operated in New York. After twenty-two days (90 minutes per day), pre-test post-test comparisons showed that the program had met its instructional objectives, i.e. improved test scores for arithmetic operations and reading

comprehension. Bildner, Conde and Tilis (1979) evaluated a remedial reading, mathematics and ESL (English as a Second Language) program, also, in New York. Operating five days a week for five weeks during the summer, the evaluators felt that "most program goals were realized". Leiberman (1979) reports on a Bronx, New York-based program designed to reduce absenteeism through career education and academic upgrading. Sixty ("disadvantaged potential dropouts") grade nine students attended half-day remedial mathematics and English sessions at a community college and the rest of the time at their regular high schools. At the end of the program, four of seven objectives had been met: the desired number of low-income students had been recruited, absenteeism had been reduced, oral communication skills had improved and students had acquired knowledge of career opportunities. The Rutgers Upward Bound program offers to grade ten students who have college potential but lack the necessary background, a summer and school year program for college preparation. The meta-teaching emphasized attitudes, self-concept, academic skills and study habits, factors usually associated with academic success. Farrow (1977) concludes that college success for Upward Bound students was significantly higher than for non-program participants. He did not find a significant relationship between the Scholastic Aptitude Test and college success or between length of participation in the program and either academic

success or enrolment in college. The Step-Up to College program also was designed to upgrade students to the level of college entrants. The participants included college freshmen, re-entry adult students, high school students and adults considering college. The program operated for 17 days during the summer. Although the results of the English and mathematics tests were somewhat ambiguous, the evaluators felt that the program was successful (Smith, Lieberman and Vargo, 1980).

A review of the literature finds that much of it is related to programs which are university and college oriented for students who are university and college bound. A computerized search of the literature found nothing which replicated the Toronto experience. It is possible that when levels of instruction become as sharply defined as they are in Toronto, upgrading programs become more overt and formalized.

For the purposes of this report, upgrading is defined as those processes which are designed to identify Basic level students who are capable of General level work, determine the suitability of these students for such changes, and transfer suitable students from Basic to General level programs with or without the benefit of specific upgrading courses (depending on the needs of the individual students). The study will also follow up on these students after the transfers have been made.

PROCEDURES

Answers are sought for a number of questions through this study. While the nature of this preliminary report is largely exploratory in intent, the primary questions are:

(1) What types of upgrading opportunities are being being offered in the secondary schools?
(2) How are potential candidates for upgrading identified?
(3) How do students learn of upgrading opportunities?
(4) How are the upgrading opportunities perceived by the students?
(5) What are the factors which contribute to students' decisions to upgrade or not

The data contained in this report were obtained from interviews with various principals, vice-principals, guidance counsellors and students at the schools with Basic level oriented programs including Castle Frank, Brockton and Eastdale which had special upgrading programs. Danforth Technical School has been omitted until the second year when their program will be fully implemented. Interviews were also conducted with school administrators at four receiving schools: Central Technical School, Central High School of Commerce, Eastern

High School of Commerce and West Toronto Secondary School. Interviews with school officials were conducted from mid April to early May. At that time, interview schedules for students were arranged. The interviews with students took place from late May through June.

Schools were asked for lists of all students who had been offered the upgrading option. The lists were received in May and June after potential upgrading candidates had been identified by the schools. Because Castle Frank and Eastdale students were then enrolled in in-school programs, class lists were utilized in these cases. In total, 159 names were received. Of these students, it was possible to interview 110 either during one of several visits to each school or by telephone.

The students' June and summer school marks for English and mathematics, and their current school placements were obtained from the master student file maintained by the Computer Services Department. English and mathematics were chosen because they constitute two core academic subjects and ones in which readers would most likely be interested.

For ease of reading, the tables follow the uninterrupted text.

FINDINGS

Upgrading Strategies

In Toronto, there are nine "sending" schools directly involved in the upgrading process, i.e. schools with Modified (level 2) and Basic (level 3) programs. All schools offering General level programs are potential "receiving" schools, i.e. collegiates, commercial and technical schools. However, because the majority of the students that are upgraded are shop and/or business course oriented, they tend to move on to the General level programs offered at the technical and commercial secondary schools. The sending schools can be placed into two categories:

(1) Those which are essentially Modified and Basic level schools; their upgrading candidates are usually asked to attend summer school before moving to General level programs. (Bickford Park, Brockton, Heydon Park, Lakeview, Parkview and West Park) (for transferees).

(2) Those which offer their students the opportunity to upgrade during the school year and which possibly may ask them to attend summer school before moving to General level programs:

    (i) Castle Frank, which provides primarily Modified and Basic level programs offers the General or Four Level Advanced Program (FLAP) (for transferees).

    (ii) Eastdale offers a "Booster Nine"

program in a collegiate setting (for promotees and thus, technically not upgrading).

(iii) Danforth Tech offers a General level program with either English or mathematics at the Basic level (for promotees and thus, technically not upgrading).

(iv) Brockton provides a Grade 10 program with some General (level 4) programs from which students can go to a General level Grade 11 program at another school either with or without attending summer school.

Because the program at Danforth Tech in 1981-1982 was essentially a General level program, it was not appropriate to include it in this report. In 1982-1983, Danforth Tech was to admit transfer students from Grade 8 into a split Basic/General level Grade 9 program. These students will be included in subsequent reports.

Interviews with principals, vice-principals and/or guidance counsellors of the Basic level schools, made it apparent that there was no single upgrading model operating in the Toronto school system. There are a number of program and process variations on the upgrading theme. Six primary paths along which a student could move from the Basic level to the General level were identified. They are itemized below and flow charted in Figure 1.

(1) Basic level students who are identified early in Grade 9 as being in an inappropriate program may be moved directly to a General level program.

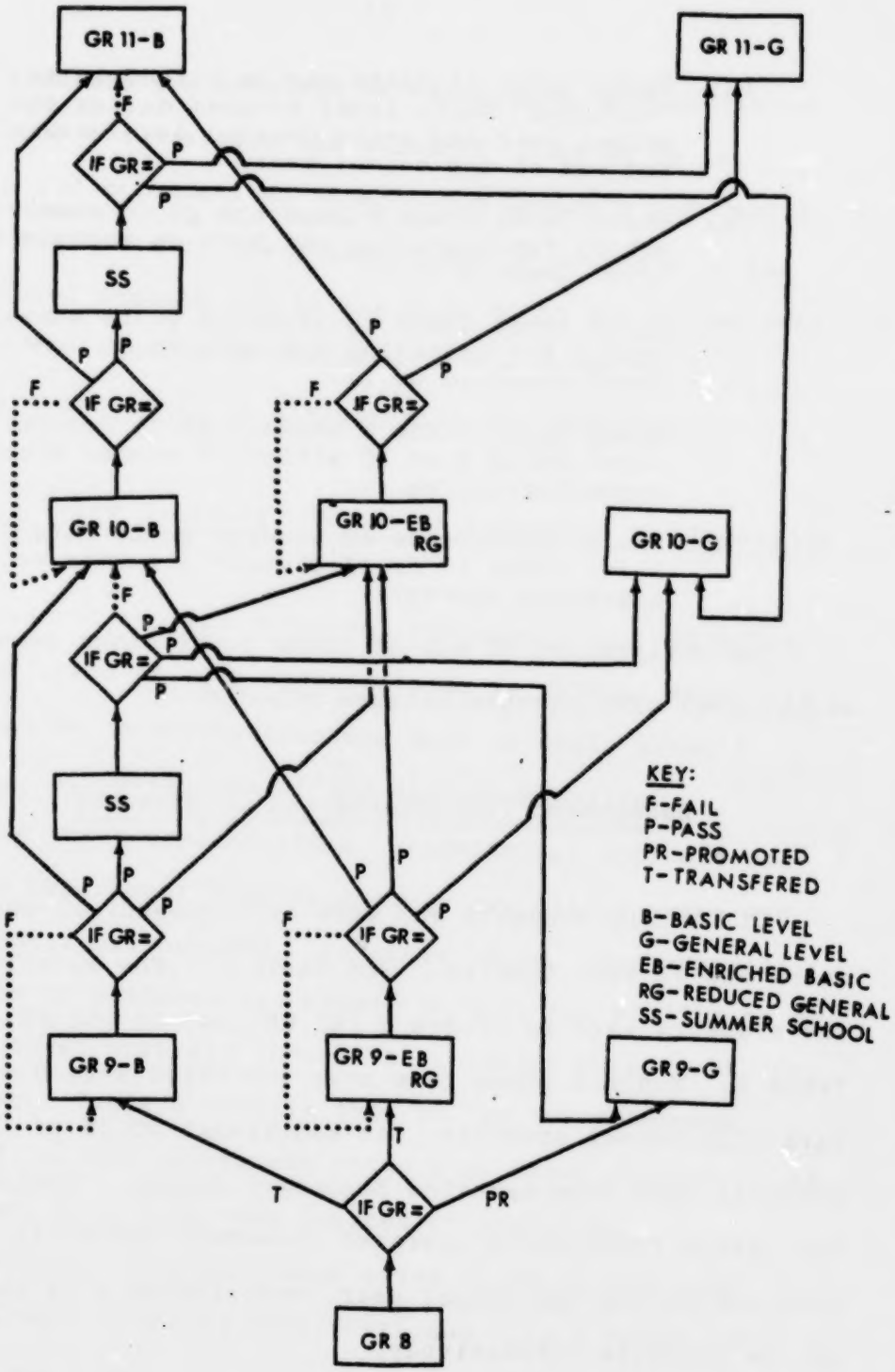

Figure 1

Primary Upgrading Paths - Basic to General Levels

(2) Basic level students may be placed in an "enriched" Basic level program during the school year and write General level exams at the end of the school year.

(3) Basic level Grade 9 students go to summer school for upgrading and move on to General level Grade 9 or 10.

(4) Basic level Grade 10 students go to summer school for upgrading and move on to General level Grade 10 or 11.

(5) Basic level Grade 9 student go to General level Grade 9 or 10 without a summer school upgrading course.

(6) Basic level Grade 10 student go to General level Grade 10 or 11 without a summer school upgrading course.

The utilization of any of these paths often depends on informal arrangements between schools.

Background Characteristics of Students

Of the 110 students who were interviewed, 53 were males and 57 were females. See Table 1. The majority of the students were in Grades 9 (41.8%) and 10 (51.8%). See Table 2. Table 3 shows that over one-third were Bickford Park High School students. An additional 20.0% of the students were from Lakeview Secondary School. Eastdale and Castle Frank which operated in-school upgrading programs during the school year, contributed 8.2% and 6.4% of the students respectively.

Because the level of instruction is higher (i.e. at or near the General level) at Eastdale and Castle Frank,

their students are reported on separately in some tables.

Table 4 summarizes the students' June marks in English and mathematics. Apart from Eastdale and Castle Frank, the marks of the grades 9 and 10 students in the Basic level schools are in the high 60 to mid 70 per cent range. The numbers of students in the other cells of the table are too small to discuss with any confidence.

Means by Which Students Learned of Upgrading Opportunities

Students who are potential candidates for upgrading programs learn of such opportunities in several ways. In some schools, presentations are made to whole grade 9 classes, informing them of the upgrading option. Following these presentations, students may approach the Guidance Department regarding their own unique cases and their individual options. In other cases, teachers will make note of students who appear to have the ability to do General level work and inform the Guidance Department for follow-up. Table 5 reveals that of the 107 responses received, almost two-thirds cited a guidance counsellor as the person from whom they learned of upgrading opportunities. Teachers were cited 17.8% of the time while parents/siblings were mentioned only 6 times (or 5.6% of the time).

Decision to Go to Summer School

Because the students at Castle Frank and Eastdale were essentially already in upgrading programs, they were removed from the analysis concerning students' decisions to attend summer school. For the other 90 students from whom responses were received, 69 (or 77%) said they intended to attend summer school for upgrading purposes if required. (See Table 6). Twenty-one (or 23.0%) of the 90 students were either undecided or had decided not to go at the time of the interviews. The differences between males' and females' responses are not statistically significant.

Perceived Importance of the Upgrading Program

Small differences between the average year-end English and mathematics marks of those who said they would attend summer school if required and those who said they would not are summarized in Table 7. In every comparison, the average marks of those who said they did not intend to go to summer school were higher than those who said they would; for example, the difference for Grade 9 English is an average mark of 77.7% for those who would not go to summer school if required compared to 74.8% for the students who would.

Table 8 shows that of the 79 students who indicated they were or would be attending an upgrading program if required, 74 (or 93.7%) believed that their chances of success in a General level program the following year would be improved. Only five students felt that an upgrading program would make no difference to their performance in school the following year.

With regard to employment possibilities, only 37 (or 57.8%) of the 64 students who replied felt that their participation in the upgrading program would be to their advantage. In neither case, was there a significant difference between males' and females' responses.

Several students who said they would not be attending an upgrading program, also believed it to be beneficial.

The data presented in Table 8, when reorganized in a different way, results in Tables 9 and 10. Table 9 shows that significantly more students who said they would attend summer school if required felt their participation in the program to be important to their schooling than students who did not intend to attend summer school. Conversely, there was no statistically significant relationship between a student's stated intention to attend or not attend summer school and his perception of summer school's importance to later employment opportunities. (See Table 10.)

Reasons Given for Taking the Upgrading Program

The 83 students who were or would be attending an upgrading program gave seven reasons for doing so. Each student was allowed to give two reasons. The results are summarized in Table 11.

A preference for a General level program and/or another school was mentioned 72 times by the 83 students (or 69.2% of the 104 responses received) as being the primary reason for attending an upgrading program. A desire for a better academic program was cited an additional 14.4% of the time.

How Upgrading Programs are Perceived to Make a Difference

The 83 upgrading program participants mentioned five ways in which they felt their schooling would be improved. Each student was allowed two answers. The results are summarized in Table 12.

Improved academic preparation and having a better idea of General level work were mentioned 51 and 43 times by the 83 students as ways in which the program would affect their schooling.

From the 49 upgrading program students who responded to the question regarding the relationship between program participation and vocational career, 30 said that they believed that it would lead to a better job. (See Table

13.) Some students saw it as a stepping stone to grade 13 and/or college; this was mentioned 24.5% of the time.

Nineteen students said they had decided not to attend an upgrading program. The students were most likely to say that they did not want to move to a General level program or another school (9 times or 45.0% of the time) followed by work commitments (5 times or 25.0% of the time) as reasons for not taking an upgrading program in the summer. (See Table 14.)

Summer School Performance

Table 15 summarizes the average English and mathematics summer school marks. All are in the mid 60 per cent range. No one failed. A cautionary note must be sounded regarding the small numbers of grade 10 students for whom summer school marks were available. The Eastdale students normally would not be required to attend summer school since they would be expected to return to Eastdale for Grade 10.

Receiving Schools

Any secondary school with a General level program is a potential destination for an upgraded student. However, the upgraded students tend to favor the technical and commercial schools. The "receiving" schools seem to practice a reasonably accommodating open-door policy

toward upgraded students. Interviews with vice-principals and guidance counsellors at four receiving schools revealed that the primary factors which are considered in the decision to admit students are summer school marks (if available), recommendation of the sending school, an interview with the student, and school district; all other things being equal and space being limited, preference would be given to the student who lived in the vicinity of the receiving school. One respondent mentioned the "credibility" of the sending schools, referring to the accuracy of their past recommendations as being a factor in the decision to admit a student or not.

It was reported that generally, the usual upgrading path is Basic level Grade 10 to summer school to General level Grade 11. One respondent felt that spending two years in a Basic level program would allow the students to gain confidence and skills but that the reality of the situation is that when they moved to a General level program, they would again be "competing" with students with whom they had had difficulty keeping up in Grade 8. Many students on the other hand, indicated a desire to move to General level programs after Grade 9. One person interviewed at a receiving school identified the desire of Grade 9 students to move to General level programs after Grade 9 as a recent trend. None of the persons interviewed at the receiving schools felt that socialization factors were significant in the equation of

whether a student's move from Basic level to General level was successful or not.

Movement Patterns - Basic Level to General Level Schools

Fifty-two of the 110 students interviewed chose to remain in their original schools. Apart from four students whose current locations are not known, 54 students (or 49.1%) moved to General level schools. From Table 16, a clear movement pattern is evident. For example, of the 38 Bickford Park students interviewed, 14 went to Central Commerce; 15 remained at Bickford Park. Central Commerce, Central Technical and Eastern Commerce received 17, 10 and 8 students from the Basic level schools, respectively. Seventeen of the 22 Lakeview students returned to Lakeview for the 1982-1983 school year.

With regard to level-to-level movements, Table 17 shows that of all the students interviewed (excluding Eastdale's "Booster" Grade 9 students), proportionately more Basic level Grade 10 students move to General level schools than their Grade 9 counterparts (55.6% compared to 44.4%). Given that several persons interviewed mentioned the Basic level Grade 10 to General level programs as being the one most suggested on their part, it was somewhat surprising to find 44.4% of the Basic level Grade 9 students moving on to General level programs. It

appears that these Grade 9 students followed through on their stated desire to move to General level programs immediately and not wait until the end of Grade 10 to do so.

Of the 22 Basic level students who took either English and/or mathematics at summer school, 81.8% moved on to General level programs. Conversely, less than half (44.0%) of the students who did not attend summer school moved on to General level programs. Only 15% of the Basic level Grade 9 students were allowed to go on to General level programs without having attended summer school (specifically English and/or mathematics), while 51.1% of the Basic level Grade 10 students were permitted to move to General level schools.

SUMMARY AND DISCUSSION

A preliminary examination of the upgrading process of moving average to high achieving Basic level students to General level programs reveals two primary findings. One, that the barrier between the Basic and General levels is a permeable one and two, that the permeability is achieved through a number of alternative paths. Also, our impression is that the process is relatively student-centred, i.e. that the upgrading path chosen is fitted to the specific requirements of each student, while being well supported by guidance counsellors, vice-principals and teachers, particularly at the "sending" schools but certainly not lacking at the "receiving" schools.

The students who were offered the program were average to high achievers both during the regular school year and at summer school. Of the 83 students who indicated that they would attend summer school if required or allowed, the majority wanted to do so in order to move on to a General level program.

Eventually, 22 students attended summer school to take mathematics and/or English. Fifty-one students moved to General level programs (excluding those students in Eastdale who already were essentially in a collegiate program). Clearly, summer upgrading programs are not the only means by which students may move from Basic to

General level programs.

They saw clear advantages with regard to their chances of success in a General level program and subsequent employment opportunities resulting from taking an upgrading program. Of the 19 students who chose not to attend an upgrading program, almost half simply had no desire to move to a General level program and/or another school. None of the 19 students went to summer school athough seven did move to General level programs.

This report is intended to provide the reader with a preliminary baseline look at the upgrading process and the students involved in the process. With subsequent reports intended to provide a longitudinal dimension to this study, the present report constitutes a frame of reference for the work to follow. It also provides the Research Department with some clear indications as to ways in which the study might be modified for the future. For example, because there were more students who could have moved to General level programs than actually did, we anticipate doing follow-up interviews with these students to gain further insights into their decisions.

TABLE 1

SEX OF STUDENTS INTERVIEWED

Sex	Number	Per cent
Male	53	48.2
Female	57	51.8
TOTAL	110	100.0

TABLE 2

DISTRIBUTION OF STUDENTS INTERVIEWED BY GRADE

Grade	Number	Per cent
9	46	41.8
10	57	51.8
11	4	3.6
12	2	1.8
No Information	1	0.9
TOTAL	110	99.9*

*Does not equal 100% because of rounding.

TABLE 3

DISTRIBUTION OF STUDENTS INTERVIEWED BY SCHOOL

School	Number	Per cent
Bickford Park	38	34.5
Brockton	14	12.7
Castle Frank	7	6.4
Eastdale	9	8.2
Heydon Park	2	1.8
Lakeview	22	20.0
Parkview	12	10.9
West Park	6	5.5
TOTAL	110	100.0

TABLE 4

AVERAGE JUNE ENGLISH AND MATHEMATICS MARKS

Grade	Castle Frank		Eastdale		Other Schools	
	Eng.	Math.	Eng.	Math.	Eng.	Math.
9	68.0 (N=1)	80.0 (N=1)	72.6 (SD=5.2) (N=9)	55.5 (SD=6.2) (N=8)	75.8 (SD=7.4) (N=29)	75.5 (SD=10.3) (N=30)
10	60.4 (SD=10.1) (N=5)	65.3 (SD=12.5) (N=4)			68.2 (SD=10.4) (N=46)	71.5 (SD=11.0) (N=44)
11					70.5 (SD=14.4) (N=4)	71.8 (SD=14.7) (N=4)
12					65.0 (SD=7.1) (N=2)	55.0 (SD=7.1) (N=2)

TABLE 5

MEANS BY WHICH STUDENTS LEARNED OF UPGRADING OPPORTUNITIES

Means	Number	Per cent
Guidance Counsellor	70	65.4
Teacher	19	17.8
Friend	6	5.6
Parents/Siblings	6	5.6
Student Initiated	3	2.8
Principal/ Vice-Principal	1	1.0
Other	2	1.9
TOTAL	107	100.1*

NOTE: Students were allowed to provide two answers to this item. Therefore, a student may be counted twice in this table. Thirteen students provided no information to this question.

*Does not equal 100% because of rounding.

TABLE 6

DECISION TO GO TO SUMMER SCHOOL

Sex	Yes	No	Undecided	Total
Male	35	8	1	44
Female	34	10	2	46
TOTAL	69	18	3	90

Chi square=0.53 df=2 not significant at .05.

Note: Excluding Castle Frank and Eastdale students.

TABLE 7

AVERAGE JUNE ENGLISH AND MATHEMATICS MARKS

BY DECISION TO ATTEND SUMMER SCHOOL

Grade	Will Attend		Will Not Attend	
	Eng.	Math.	Eng.	Math.
9	74.8 (SD=82.0) (N=23)	75.3 (SD=10.5) (N=25)	77.7 (SD=3.6) (N=7)	77.0 (SD=9.6) (N=6)
10	67.5 (SD=11.0) (N=38)	71.0 (SD=11.0) (N=37)	70.8 (SD=8.9) (N=8)	73.1 (SD=10.9) (N=8)
11	70.3 (SD=17.6) (N=3)	70.3 (SD=17.6) (N=3)	71.0 (N=1)	76.0 (N=1)
12	65.0 (N=2)	55.0 (N=2)		

Note: Excluding Eastdale students.

TABLE 8

PERCEIVED IMPORTANCE OF UPGRADING PROGRAMS TO SCHOOL AND EMPLOYMENT BY SEX

Sex	Important	Not Important/ Uncertain	Total	
Response: Would go to summer school if required				
Importance to School:				
Male	35	2	37	Chi square=0.1
Female	39	3	42	df=1
Total	74	5	79	not significan at 0.05
Importance to Employment:				
Male	17	13	30	Chi square=0.0
Female	20	14	34	df=1
Total	37	27	64	not significan at 0.05
Response: Would not go to summer school if required				
Importance to School:				
Male	1	2	3	Fisher's exact
Female	7	2	9	test = 0.236
Total	8	4	12	
Importance to Employment:				
Male	1	1	1	Fisher's exac
Female	5	3	8	test = 0.667
Total	6	4	10	

Note: The number of respondents to the two questions, school and employment, were different.

TABLE 9

PERCEIVED IMPORTANCE OF UPGRADING PROGRAMS

TO SCHOOL BY PARTICIPATION

Participation	Important	Not Important/ Uncertain	Total
Participants	74	5	79
Non-Participants	8	4	12
Total	82	9	91

Chi square = 8.52 df = 1 significant at 0.05.

TABLE 10

PERCEIVED IMPORTANCE OF UPGRADING PROGRAMS TO EMPLOYMENT BY PARTICIPATION

Participation	Important	Not Important/ Uncertain	Total
Participants	37	27	64
Non-Participants	6	4	10
Total	43	31	74

Chi square = 0.02 df = 1 not significant at 0.05.

TABLE 11

REASONS GIVEN FOR TAKING THE UPGRADING PROGRAM

Reason	Number of Times Mentioned	Per cent
Wants General level/ Different School	72	69.2
Better Academic Program	15	14.4
Challenge	8	7.7
Encouraged by Parents	5	4.8
Better Shops/ Business Program	2	1.9
Better Athletic Program	1	1.0
Encouraged by Teacher/Principal	1	1.0
TOTAL	104	100.0

NOTE: Only the responses of the 83 students who indicated they were or would be attending an upgrading program are included in this table.

Students were allowed to give two reasons for taking an upgrading program. Therefore, a student may be counted twice in this table. Four students provided no information to this question.

TABLE 12

HOW THE UPGRADING PROGRAM WILL MAKE A DIFFERENCE TO SCHOOLING

Reason	Number of Times Mentioned	Per cent
Improve Academic Preparation	51	46.5
Better Idea of General level Work	43	39.1
Improve Shops/ Business Preparation	6	5.5
Improve Confidence	4	3.6
Can Go to College	4	3.6
Uncertain	2	1.8
TOTAL	110	100.0

NOTE: Only the responses of the 83 students who indicated they were or would be attending an upgrading program are included in this table.

Students were allowed to give two ways in which they believed the upgrading program would affect their schooling. Therefore, a student may be counted twice in this table. Twelve students provided no information to this question.

TABLE 13

HOW THE UPGRADING PROGRAM WILL AFFECT JOB SEARCH

Reason	Number of Times Mentioned	Per cent
Lead to Better Job	30	61.2
Can Go to Gr. 13-College	12	24.5
Greater Confidence	5	10.2
Uncertain	2	4.1
TOTAL	49	100.0

NOTE: Only the responses of the 83 students who indicated they were or would be taking an upgrading program are in this table.

Students were allowed to give two ways in which they believed the upgrading program would affect their eventual job search upon graduation. Therefore, a student may be counted twice in this table. Forty-three students provided no information to this question.

TABLE 14

REASONS GIVEN FOR NOT TAKING THE UPGRADING PROGRAM

Reason	Number of Times Mentioned	Per cent
Doesn't Want General level/ Another School	9	45.0
Work	5	25.0
Too Difficult	3	15.0
Away for Summer	1	5.0
Required to Repeat Grade	2	10.0
TOTAL	20	100.0

NOTE: Only the responses of the 19 students who indicated they would not be taking an upgrading program are included in this table.

Students were allowed to give two reasons for not taking any upgrading program. Therefore, a student may be counted twice in this table.

TABLE 15

AVERAGE SUMMER SCHOOL ENGLISH AND MATHEMATICS MARKS

Grade	English	Mathematics
9	64.9% (SD=8.35) (N=17)	64.9% (SD=8.85) (N=10)
10	65.0% (SD=18.39) (N=2)	68.3% (SD=16.20) (N=3)

Note: Excluding Eastdale students.

TABLE 16

SCHOOL OF ORIGIN BY SCHOOL OF DESTINATION

School of Origin	Bickford	Brockton	Castle Frank	Central Comm.	Central Tech.	Danforth Tech.	Eastdale	Eastern Comm.	Humberside	Lakeview	Monarch Park	Northern	Parkdale	Parkview	Western Tech.	West Park	West Toronto	No Info.	TOTAL
Bickford Park	15	1	0	14	1	0	0	1	0	0	0	1	1	0	1	0	3	0	38
Brockton	0	4	0	0	4	0	0	0	2	0	0	0	0	0	3	0	0	1	14
Castle Frank	0	0	1	2	1	1	0	2	0	0	0	0	0	0	0	0	0	0	7
Eastdale	0	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0	9
Heydon Park	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2
Lakeview	0	0	0	0	0	0	1	3	0	17	1	0	0	0	0	0	0	0	22
Parkview	0	0	0	0	3	1	1	1	0	0	0	0	0	3	0	1	0	2	12
West Park	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	3	0	1	6
TOTAL	15	5	1	17	10	2	11	8	2	17	1	1	1	3	5	4	3	4	110

TABLE 17

MOVEMENT PATTERN - LEVEL TO LEVEL

Grade	All Students*					Summer School Students*					Non-summer School Students*				
	Total N	Basic to Basic		Basic to General		Total N	Basic to Basic		Basic to General		Total N	Basic to Basic		Basic to General	
		N	%	N	%		N	%	N	%		N	%	N	%
9	36	20	55.6	16	44.4	16	3	18.8	13	81.3	20	17	85.0	3	15.0
10	54	24	44.4	30	55.6	5	0	0	5	100.0	49	24	48.9	25	51.1
11	4	0	0	4	100.0						4	0	0	4	100.0
12	2	1	50.0	1	50.0						2	1	50.0	1	50.0
Total	96	45	46.9	51	53.1	21	3	14.3	18	85.7	75	42	56.0	33	44.0

*Excluding Eastdale students. All Eastdale "Booster" Grade 9 students returned to Eastdale for General level Grade 10. No information was available for four students.

Note: In the context of this report, summer school refers specifically to English and/or mathematics.

TABLE 18

MOVEMENT PATTERN - SUMMER SCHOOL ATTENDANCE BY SUBSEQUENT SEPTEMBER PLACEMENT

Summer School Attendance	Number Who Actually Attended Summer School	With Summer School		Without Summer School	
		Basic - Basic	Basic - General	Basic - Basic	Basic - General
Will Go if Required (N=73)	21	3	18	29	23
Will not Go if Required (N=16)	0	0	0	10	6

Note: Excluding Eastdale students. All Eastdale "Booster" Grade 9 students returned to Eastdale for General level Grade 10.

In the context of this report, summer school refers specifically to English and/or mathematics.

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